

Conditions of Growth of Primary and Upper Primary Education in District Kulgam, J&K

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Abstract: In the formal education system, primary education is the first step towards the path which puts the societies on the road of development. The overall educational background of the students of today and the citizens of tomorrow depends up on the quality of primary education which raises the plinth on which the whole edifice of education is build-up. In the present paper a humble attempt has been made to study the overall conditions and the pace of development in primary and upper primary education in Kulgam district of Kashmir from 2007 as the administrative unit of Kulgam as district came in to existence then. The paper studies both the public and private institutions of primary and upper primary education separately and then makes a comparison among them. The research of the paper is primary based on the primary data collected from the institutions and the various administrative departments of the district besides the investigator took insights from the secondary works available on the subject.

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15

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Introduction

Education has been the main instrument of human development and its importance has been emphasized through fundamental rights, principles, statutes / acts in a number of countries. The progress and prosperity of a nation and of community is determined by the level of education. This remarkable potential of education needs to be realized by every individual or social community and must go in for it. At the international level, attempts have been made at various congregations to focus on aspects of education as a part of fundamental human right. According to the Article 26 of the Universal Declaration of Human Rights (UDHR):

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory... Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms”. (Universal Declaration of Human Rights, Article 26).

This right is also repeated in the U N Declaration of the Rights of the Child which seeks to ensure, ‘Right to free and compulsory education at least in the elementary stages and education to promote general culture, abilities, judgment and sense of responsibility to become a useful member of society and opportunity to recreation and play to attain the same purpose as of education’. The part IV of the National Policy on Education (1986) had clearly promised equality in education with respect to

women, scheduled caste, Scheduled tribes, minorities and handicapped. The constitution of India makes provision for free and compulsory education for all children up to the age of fourteen years. The 86th Constitutional Amendment Act 2002 made education in India a Fundamental Right for children in the age group of 6-14 years by providing that;

“The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”

Education helps in generating awareness among women about their legal, social, political and economic rights, provisions and privileges to fight against all sorts of social discrimination. It enables them to realize their potentialities, developing skills, seeking employment and improving their nutritional and health conditions. Therefore, educating women encourages not only their political participation and economic independence but also improves their quality of life and through them of the whole family and then of whole nation in a broader sense. Various studies (Roy, 1979; Menon, 1981; Agrawal 1986; Hassan and Menon, 2004) have shown that education has made a significant contribution in improving the status of women.

Education of women is the most effective channel for reducing the inequalities between men and women and ensuring the maximum participation of women in the developmental process. Recent research suggests that female schooling is more important than male schooling for social outcomes

such as fertility, child health, and infant mortality (King and Hill, 1993; Subbarao and Raney, 1995, and Drèze and Murthi, 2001). The literature also suggests that the economic gains from women's education are generally at least as high as those from men's education (Schultz, 1993). Thus, women's educational backwardness is of concern not only because it is inequitable but also because it is socially and economically inefficient.

Thus there is need for removing the barriers in the women's education which will consequently help in bringing them in the mainstream of society. An examination of the literature on the differences in education by gender shows that the concern in most countries has to do with the low level of achievement of girls in relation to boys, the girls' lower access to education, and their lower rates of persistence to the higher levels of the educational system (King and Hill, 1993; Stromquist, 1990). Rajan (2010) in his analysis found that the gender disparity in enrolment for all categories of students has not improved gradually. The gender disparity in teachers is higher at secondary and higher secondary level of education as compared to other level of education such as primary and middle level. The gender gap might be attributable to discrimination, the differential treatment of men and women (Fershtman, Chaim and Uri Gneezy, 2001).

After the independence of India, the state government has been expanding the provision of education to minimize the gender disparity in education in the state. This resulted in the gradual expansion of institutions at all levels and their number started increasing. As a result there was a phenomenal progress in terms of the expansion of number of institutions, enrolment and number of teachers at all the three levels i.e. primary, middle, high and higher secondary and undergraduate levels. Despite of these efforts, gender disparity still persists

at institutional level, in enrolment, number of teachers and teacher-student ratio.

Objective

The following objectives were formulated for the present study:

1. To study the various private primary institutions engaged in disseminating knowledge in District Kulgam.
2. To study the various public primary institutions engaged in disseminating knowledge in District Kulgam.
3. To study the various private upper primary institutions engaged in disseminating knowledge in District Kulgam.
4. To study the various public upper primary institutions engaged in disseminating knowledge in District Kulgam.

Data Base

The data for the present study was collected in the following institutions:

1. State Board of School Education, Srinagar.
2. Directorate of School Education, Srinagar.
3. Directorate of Statistics and Economics, Govt. Jammu and Kashmir, Srinagar.
4. Chief Education Office, Kulgam, Kashmir.
5. Zonal Education Offices, Kulgam, Kashmir.

The investigator also consulted various books, magazines, newspapers, periodically etc, about the growth and development of Primary Education in District Kulgam, Kashmir.

Tools and Techniques

The data for the present study was collected through Information blank. Following tools and techniques were employed for the present investigation:

1. **Information Blank:** The investigator collected the data decade-wise along with their total enrollment, gender-wise enrollment, Total No. of Teachers, Gender-wise teachers from different Educational Offices.

Analysis And Interpretation

Table – 1: Showing the total No. of Public Primary Schools in District Kulgam (2008 – 2013)

Year	Public Primary Schools							Pupil Teacher Ratio
	Total no. of schools	Total Enrolment	Male	Female	Total No. of Teachers	Male	Female	
2008	237	4998	2504	2494	591	465	126	8:1
2009	248	5101	2587	2514	602	471	131	8:1
2010	260	5219	2617	2602	637	500	137	8:1
2011	260	5200	2590	2610	639	498	141	8:1
2012	233	4830	2411	2419	686	534	152	7:1
2013	251	4950	2526	2424	703	536	167	7:1

Source: Field Survey

The above table shows the statistics related to the Public Primary Schools in the District of Kulgam from the years 2008 to 2013. There has been an increase in

the enrolment from 2008 to 2011 and after that there has been a decrease in the year 2012 due to the mushrooming of private schools during this time.

Table – 2: Showing the total No. of Private Primary Schools in District Kulgam (2008 -2013)

Year	Private Primary Schools							Pupil Teacher Ratio
	Total no. of schools	Total Enrolment	Male	Female	Total No. of Teachers	Male	Female	
2008	41	9122	4611	4511	479	375	104	19:1
2009	44	9655	4866	4789	487	381	106	20:1
2010	47	10211	5181	5030	499	390	109	20:1
2011	49	10620	5830	4710	507	385	122	21:1
2012	51	11230	6010	5220	526	317	209	21:1
2013	51	11400	6123	5277	586	373	213	19:1

Source: Field Survey

The above table shows the statistics about the private primary schools in the District of Kulgam during the period 2008 to 2013. We can see from the

table that there has been a continuous growth in the number of schools and as well as the enrolment in these schools during this period.

Table – 3: Showing the total No. of Public Upper Primary Schools in District Kulgam (2008 - 2013)

Year	Public Upper Primary Schools							Pupil Teacher Ratio
	Total no. of schools	Total Enrolment	Male	Female	Total No. of Teachers	Male	Female	
2008	124	8419	4987	3432	599	488	111	14:1
2009	134	8311	4623	3688	681	465	116	12:1
2010	137	8220	4421	3799	717	599	118	11:1
2011	137	8130	4311	3819	723	601	122	11:1
2012	138	7780	4111	3669	728	599	129	11:1
2013	138	7630	4040	3590	728	599	129	10:1

Source: Field Survey

The above table shows the statistics about the Public upper Primary schools during 2008-2013. We can see that there has been a continuous decrease in the

total enrolment in these schools, this is mainly due to the private sector involved in this area.

Table – 4: Showing the total No. of Private Upper Primary Schools in District Kulgam (2008 - 2013)

Year	Private Upper Primary Schools							Pupil Teacher Ratio
	Total no. of schools	Total Enrolment	Male	Female	Total No. of Teachers	Male	Female	
2008	26	5270	2746	2524	261	194	67	20
2009	29	6528	3456	3072	277	206	71	24
2010	32	6921	3660	3261	298	206	92	23
2011	34	7220	3712	3508	301	197	104	24
2012	36	7876	4012	3864	319	212	107	25
2013	36	8136	4120	4016	327	216	111	25

Source: Field Survey

The above table shows the statistics about the Private Upper Primary Schools from 2008 to 2013. We can see that there has been a continuous increase in the enrolment and the pupil teacher ratio is also increasing.

Conclusion

The district which was established in 2008 inherits the education system of old district Anantnag. The present study reveals that the private sector in primary and upper primary education is showing more encouraging results than public sector. Not only in enrolment of the existing institutions, but the expanding private sector in the district also indicates positive trend in private as compared to the public sector of primary and upper primary education. The fact of the matter is that the private institutions have succeeded in providing the basic facilities of infrastructure and accountability of management in which the public sector is lagging behind. Keeping in view the peculiar weather conditions of valley, the basic infrastructure in the schools is of primary importance which in spite of huge funding is still unavailable in the public sector of the valley in general and the district of Kulgam in particular while as private sector due to its accountable system has succeeded in this sphere to a large extent.

Suggestion

The study proved that government sector in primary and upper primary education lags behind the private one so the following suggestions are being given to fill the loop holes in the said sector.

1. Improving the infrastructure in public schools while keeping in view the peculiar climatic conditions of the valley.
2. Making the system accountable and relating the improvement in institutions with promotions and other incentives of the teachers in government schools.
3. Initiating the attractive schemes (reinforcement) in government schools like encouraging the gifted student's etcetera.
4. Making provisions for special training courses for government as well as private teachers especially developing in them the motivation skills.

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